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The Main Selection

Two Major Works on Freud and the Development of Psychoanalysis



This month's Main Dual Selection is composed of two masterful books which superbly explore the development of psychoanalysis and the thinking of its most famous practitioner and theorist. The first — **THE PSYCHOANALYTIC REVOLUTION** — is basically a biography of Freud: a brilliant assessment of his personality, the growth of his ideas, and the revolution he brought about in man's relation to himself. Complementing this sensitive study is the long-out-of-print classic — **THE STRUCTURE AND MEANING OF PSYCHOANALYSIS** — which reviews, in careful detail and with exceptional clarity, the early development of psychoanalytic concepts as espoused by Freud and reinterpreted by his disciples.

THE PSYCHOANALYTIC REVOLUTION (aptly subtitled *Sigmund Freud's Life and Achievement*) is a remarkably readable, vivid account of Freud's personal and professional life, a career distinguished by "his heroic thirst for knowledge and his integrity of mind." The author, Marthe Robert, is a writer and scholar of German letters, biographer of Heinrich von Kleist and Franz Kafka. Her book, which first appeared in France and immediately aroused unusual interest throughout Europe, is handled with the sensibility of the artist and literary critic — it is beautifully written, well-balanced, and fresh.

Drawing on the biographies of his contemporaries, Freud's own autobiographical writings, references to his life in his scientific works and in the enormous correspondence he carried on over half a century, Miss Robert distills the salient traits of his personality: "his scientific passion, his formidable love of truth, his goodness and, though he tenaciously believed in life, his sadness."

There have been many biographies of Freud, but almost all have been either devotedly lionizing, grossly inaccurate, or absurdly superficial. The massive study by Ernest Jones is indispensable for its facts and stories, but it does little to identify Freud's position in the intellectual tradition of the 19th century. Now, in **THE PSYCHOANALYTIC REVOLUTION**, Marthe Robert has once and for all captured the essential qualities of Freud, unmarred by the partisanship usually found in books about him.

In reviewing the book for *Book Week*, Dr. Robert Coles observed: "It will be a pity if this particular assessment of Freud is read only by psychoanalytic zealots, or is ignored by anyone interested in the intellectual history of the past century."

"In contrast, say, to what Jones or Hanna Sachs wrote about Freud, this biography, though it is not based on personal experience, makes him come vividly alive. For one thing, about half or more of the book is Freud. His remarks have been gathered from various sources, particularly from his vast, spirited correspondence. The job has been done exceedingly well, rather as a novelist would. . . ."

"I think Freud himself would like this book, not because it praises him all the time (it doesn't) and not because it accepts everything he said as gospel (it doesn't) but because it appreciates the fierce, unrelenting struggle he had with himself, as well as a world that found his theories scandalous. The more we learn about this man, from the letters he wrote to his friend Fliess and others, the more we realize what a formidable and creative 'neurosis' he both exploited and fought all his life — one rather like those 'diagnosed' in many writers by the analysts who 'study' them. In Freud's case the neurosis was not an irrelevant matter, a shadow only noticed because of his literary talent, but the very source of his major scientific discoveries."

"The drama of that self-analysis and self-cure is captured by Marthe Robert, who has no desire to make a brilliant and robust nonconformist into a 'correct' American psychiatrist."

"All of Freud's major books are discussed, and each is put in the context of his life — as a husband, father, doctor, and teacher, as well as a loyal and demanding friend to those who chose to stand with him as long as they could. His background in the Jewish petit bourgeoisie of Germany and Austria is given the emphasis it requires. The cast of Freud's mind was empirical, hard-headed, materialistic, logical. He was resigned to this earth, to only one life. Yet there was a streak of the mystic in him, and at times he could believe in all sorts of magic. . . ."

"The man's genius is not shown as inevitable. Fate, chance, accidents, things that make any life what it is, all conspire to bring out the gifts of certain fortunate men. It is a relief to find that point of view holding up in a book that deals with a man who tried to find the causes of everything mental, and also called his life work a 'cause.' Something more than a keenly rational and analytic mind was needed to make psychoanalysis what it is today; there had to be a ripe moment in history, and the man who saw what Freud saw had to be at the same time a fighter, an organizer, and a law-giver."

A perfect counterpart to Marthe Robert's penetrating biographical study of Freud, **THE STRUCTURE AND MEANING OF PSYCHOANALYSIS** elucidates the revolutionary ideas and concepts first proposed by Freud. This classic work, which had gone through eight printings since it was first published in 1930, and has now been out of print for more than ten years, is the only book of its kind to survey the early literature of psychoanalysis. It has been called "a Baedeker of the whole psychoanalytic movement," because it gives the points of view of every significant early contributor to the movement from Freud through Adler, Jung, and Rank, to many later psychoanalysts.

The organization of these sources, frequently quoted or paraphrased, is unique. On the left-hand pages are given the orthodox theories of psychoanalysis, consisting for the most part of Freud's own statements. On the right-hand pages, in smaller type, are presented valuable exegetical paragraphs and various ideas set forth by psychoanalysts who have held to the major concepts of Freud but who have differed from him in relatively minor matters of theory or practice. In the endeavor to keep the exposition unbiased, the authors have refrained from offering any criticism of their own. A detailed index enhances the usefulness of the book.

Though obviously not abreast of current theory, **THE STRUCTURE AND MEANING OF PSYCHOANALYSIS** represents a major contribution to the analytic literature in that it reviews *all* the earlier developments — from approximately 1890 to 1930 — in extreme detail. The work of Hartmann and other ego psychologists is of course missing, but the book nevertheless serves a most valuable function in so painstakingly attempting to define concepts that are often assumed (by other authors in the field) to have an established meaning.

Psychoanalysis seems to involve a history of emphasizing certain aspects of the theory and neglecting others. Perhaps this book can clarify our current understanding of the theory by effecting a reevaluation of the basic tenets and their original meanings, and thus balance the scales with a look at what Freud really meant.

THE PSYCHOANALYTIC REVOLUTION and **THE STRUCTURE AND MEANING OF PSYCHOANALYSIS** are books that demand the attention of the psychoanalyst and psychiatrist, the clinical psychologist, the personality theorist, and the student of human behavior in whatever field he may be a specialist. Nothing else available today will give the reader such a clear picture of the sources of psychoanalytic theory and their bearing upon problems of personality and human conduct.

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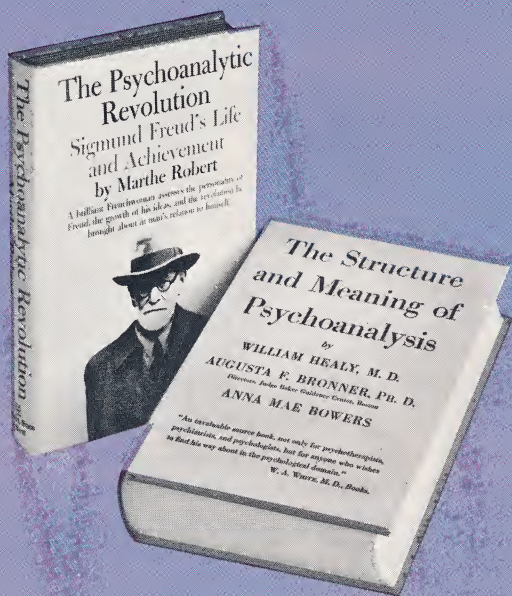
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The Psychoanalytic Revolution

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THE STRUCTURE AND MEANING OF PSYCHOANALYSIS: "indeed a neglected classic. It reminds psychoanalytic readers of principles they have tended to neglect in recent years."

— George S. Klein

The Structure and Meaning of Psychoanalysis

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Schachtel;
Experiential
Foundations of
Rorschach's Test

a review by ERWIN SINGER
Professor of Education (Clinical Psychology)
The City College of The City University of New York

The publication of Professor Schachtel's **EXPERIENTIAL FOUNDATIONS OF RORSCHACH'S TEST** is one of those all-too-rare occasions when psychologists can take genuine pride in their profession.

His attempt to grasp the meaning of observable Rorschach phenomena not simply in actuarial and phenotypical terms, but to go beyond such empirical guideposts to an understanding of the inner processes implied in test responses and response patterns — this difficult endeavor alone would have made Schachtel's book eminently worthwhile. And that his labors should prove extremely fruitful comes of course as no surprise to anyone familiar with his previously published papers, material now beautifully integrated within the framework of a panoramic exposition of Rorschach interpretation.

What makes **EXPERIENTIAL FOUNDATIONS OF RORSCHACH'S TEST** the special and rare find it is, however, stems from the author's breadth and depth of knowledge and wisdom, from his perceptiveness and sensitivity to matters psychological and simply human. For Schachtel's discussion of Rorschach data and their interpretation, profound and cogent as it may be, serves him essentially as a point of departure for commenting on human reactions and their underlying experiential dynamics.

It is hard to single out any particular aspect or section of the book to illustrate Schachtel's ability to bring into meaningful juxtaposition theoretical issues in psychology, the examination of human experience, and Rorschach findings. Yet, one example may convey the full flavor of Professor Schachtel's thinking and writing. Consider for instance that aspect of his discussion of the form response on Rorschach's test which deals with "the problem of delay" and its relation to the development of F+ responses. After examining the Freudian underpinning of Rapaport's suggestions concerning the dynamics involved in the F+ response, Schachtel remarks:

While the test task always creates tension and mobilizes energy directed towards its solution, such tension need not lead to the wish to abolish it as quickly as possible. The activity and effort of thought and perception of the unfamiliar, and the fluctuating tensions of such activity, can be satisfying in themselves. Need is not the only ancestor of thought and of perception of reality, and the latter are not mere detours and delays on the path to tension reduction . . . Man's creative activity, whether in solving a problem in living, in art, in science or philosophy, or in seeking a solution of the Rorschach task, involves play with the various aspects and possibilities of the task and of tentative solutions. Only if he does not press toward premature closure . . . only if he plays with it [the object] as well as critically examines what such play lets him see, will his findings be rich and satisfying.

Such a long quotation in so brief a review may be permissible because it states at once something about Schachtel's neo-Freudian theoretical position and how he goes about inferring human experience from essentially formal and structural elements of Rorschach response patterns. Evidently, his is not the thought that an abundance of F+ responses must indicate inner strivings oppositional to the creative potential of the play of primary processes.

And he demonstrates his ability to cull the respondent's experience from the Rorschach protocol without undue reliance on its content, even though he does make it clear in other sections how the examination of content can be used meaningfully in enriching the interpreter's understanding of the person he encounters via the Rorschach test.

There is a highly stimulating and provocative discussion of the shading response — plus his previously published fascinating thoughts on movement and color responses. Schachtel shows his virtuosity in delineating differences between various shading response types and their differential meaning. He pointedly demonstrates the difference between reaction to shading as an index of dysphoric experience on the one hand and, on the other, shading responses as reflections of heightened awareness of nuances of experience and therefore expressions of sensitivity, tact, and subtlety.

These and many other thought-provoking discussions, masterfully woven together, make this indeed a brilliant book which no serious student of human behavior — regardless of his particular interests — can afford to leave unread. For the clinician, such neglect borders dangerously on irresponsibility.

What makes it possible for Schachtel to write so searchingly? The answer is not difficult to find. Here is a man of broad training and varied background experiences, equally well versed in the humanities and traditional academic psychology. Furthermore, he is of course a seasoned and sensitive practitioner of diagnostic testing and psychoanalytic therapy. In *Metamorphosis* he had already shown the potency and relevance of this combination for the construction of an integrated and meaningful developmental psychology. **EXPERIENTIAL FOUNDATIONS OF RORSCHACH'S TEST** continues in this vein, combining Professor Schachtel's varied talents and training which make it possible for him to collate diverse data. And in this melange each bit illuminates the others.

This reviewer looks forward to Schachtel's next book — on whatever subject it may be — and in reading this one he had but one regret: that it was not written earlier while as a graduate student and later on during years of practice and teaching he had struggled with issues now brilliantly clarified by Professor Schachtel.

"The best *advanced* book on the Rorschach. Scholarly, thoughtful, original. One of the rare exposures psychology offers to a profound mind at work. Comparable to Freud, Dewey, Lorenz in its *general* value. In the specialized Rorschach literature, nothing compares to it."

—DAVID RICKS

Teachers College, Columbia University

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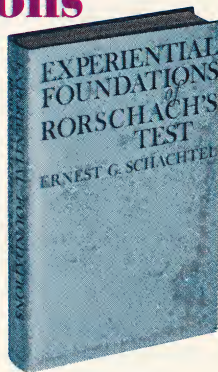
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by Ernest G. Schachtel

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**PSYCHOLOGICAL
CONSULTATION
IN THE
SCHOOLS**



a statement by FRITZ REDL
Distinguished Professor of Behavioral Sciences
Wayne State University

After the author's generous acknowledgment of my contribution to the basic concepts and methods on which **PSYCHOLOGICAL CONSULTATION IN THE SCHOOLS** is based, and of my close connection with the research and demonstration projects within which these materials were produced, I can hardly be viewed as an unbiased critic. On the other hand, the very familiarity with the materials from which these chapters draw their substance, and which so clearly disqualifies me as a reviewer, might make it easier for me to help the reader by a condensed preview of what he will find within these pages.

The term "psycho-educational consultation"—abominable as it sounds on aesthetic as well as on linguistic grounds—has been chosen to headline the two major sources for the techniques demonstrated in this book, and it is certainly an honest and proper coinage. In a nutshell: the author proposes to meld into one integrated design two approaches which are usually to be found in separate disciplines and which are generally considered mutually exclusive. The "psycho" part of this term admits the invasion by psychiatric and casework techniques, while the "educational" part reminds us that schools are complex systems in their own right, combining the goals of learning with those of emotional development and, to boot, loading teachers and principals with the task of sheer behavioral management of children—individually and in groups.

Or, to put it more bluntly and with some risk of exaggeration: what the psychiatrist would miss if he approached a school behavior problem exclusively with his own model and clinical armamentarium, and what the teacher and principal would miss if they met it primarily within the orientation of school policies, teaching methods, curriculum planning and disciplinary routines, is meant to be safely caught by this model of "psycho-educational consultation on the spot."

As important as the development of this technique, however, is the rich and exciting content of the story told in **PSYCHOLOGICAL CONSULTATION IN THE SCHOOLS**. The author has clearly wrestled with the necessity of selecting only brief glimpses from the abundance of richly documented events and observations, and has had some difficulty in finding the proper balance between clinical details describing what this consultation technique is really like and demonstrations of those moments in the life of a school where it is needed and could be of help. Yet I know of few publications, theoretical in basic intent, in which *the flavor of actual child life in school* is so genuinely preserved and which give the reader such an intense feeling of "having been there."

No matter how clinical the author may wax at times, any classroom teacher will immediately recognize the full character of life in school; and no matter how "schoolish" a specific classroom incident may seem at first glance, I cannot think of a single psychiatrist who would not immediately see how well the underlying dynamics of the situation have been respected and how carefully the principles derived from clinical sensitivity and caution have been preserved in this book.

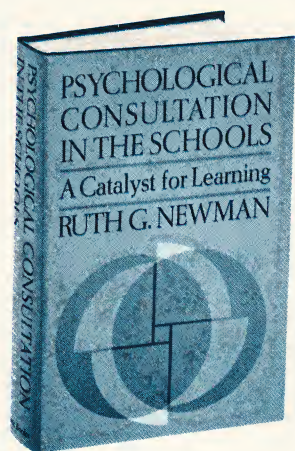
The selection of illustrations from a variety of school types—kindergarten, elementary school, junior high, public high school, treatment center, cooperative nursery school—help give the reader a picture of the wide variations the basic theme will assume in different settings. An appendix offers some "teacher diaries" (*I am tempted to suggest that these should be read first.*) which serve well to remind us of the limits of even the most well-planned consultation techniques. For while the nature and utility of this type of consultation method are clearly exemplified, the incredible neglect in implementing what is needed on the contemporary school scene is terrifyingly obvious.

It should be remembered that the techniques described and illustrated in **PSYCHOLOGICAL CONSULTATION IN THE SCHOOLS** are not meant to substitute for other important changes needed in what we provide for the education of our young. Rather, they serve to remind us of the additional steps we must take in order to give meaning to any program of partial psychological help.

About the Author: *Ruth G. Newman is Director of the Educational Services Institute of the Washington School of Psychiatry (Washington, D.C.). She is author, with others, of Conflict in the Classroom, and is a fellow of the American Orthopsychiatric Association and a member of the American Psychological Association.*

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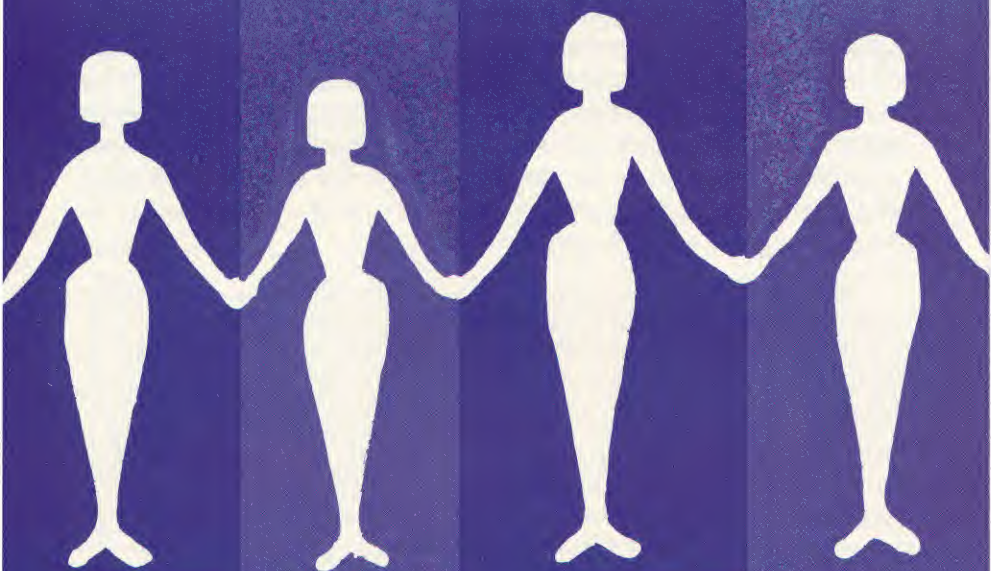
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ANOREXIA NERVOSA

A major work on the subject, Helmut Thomä's *ANOREXIA NERVOSA* is a carefully researched, well-documented psychoanalytic approach to understanding and treating this perplexing disorder. Dr. Thomä, a psychiatrist, psychoanalyst, and member of the Psychosomatic Department of Heidelberg University, reports on ten years of study of anorexia nervosa cases referred to the Heidelberg University Psychiatric Hospital. His observations, insights, and case histories shed new light on one of the least understood of psychosomatic syndromes.

In his preface to this just-published English edition the author notes: "The symptomatology of anorexia nervosa is, in the truest sense of the word, psychosomatic. This has made it essential to describe both the physical and the mental side of the syndrome. At the same time, anorexia nervosa has been the subject of close study by every relevant branch of medicine for the last hundred years. The opportunity to compare methods of approach and theories of the origins of the disorder was too good to be missed."

And, indeed, Dr. Thomä takes full advantage of the opportunity by devoting the first chapter of *ANOREXIA NERVOSA* to a historical survey. He traces the first medical account of the syndrome to a Genoese physician, Simone Porta o Portio, in 1500. He then quotes from Morton's perceptive, graphic description of the symptoms, published in England in 1689, and goes on to a careful comparison of the work of Gull in England and Lasègue in France in the latter half of the 19th century. The major work since then, both medical and psychiatric, is next surveyed, the author pointing out the many names that have been used to characterize the syndrome.

Descriptive material abounds in the literature, the symptoms of the disorder including a psychically determined inability to eat, weight loss, spontaneous or self-induced vomiting, amenorrhea, constipation; the age of onset is usually puberty or postpuberty; the patients are almost always female. But although this clinical picture is a fairly consistent one, we have not until now developed enough insight into the psychogenesis of the symptoms even to be able to construct a systematic psychotherapy. There is no single, unvarying psychopathological profile, and the disorder has never been assigned any definite place in a psychiatric nosology.

Organic therapies have been reported in great abundance in the literature but, as Dr. Thomä indicates, they are of little more than academic interest. All sorts of medications have been tried and some indeed have produced favorable results in individual cases, but none has proven to be consistently useful. The author attributes the individual successes to either a placebo effect or spontaneous remission.

Having thus established all the pertinent background information, Dr. Thomä proceeds to the heart of the book. Here, a clinical survey of thirty cases is followed by five case histories, described at some length: family history, biography, onset and course of the disorder, synopsis of the analysis, psychodynamics, and then the findings of a follow-up. The dynamic aspects of these case histories are most informative. They reflect the wide variety of precipitating factors and the diversity of susceptible types. They also set the tone for the final, theoretical chapter on *Psychogenesis and Psychosomatics of Anorexia Nervosa*.

In this last chapter, the author explores "the hidden depths" of anorexia, primarily from a psychoanalytic orientation. He finds that in the vast majority of cases the mental conflict that results in anorexia is not produced by a "dramatic experience," but rather by the developmental processes. From the psychoanalytic point of view, "this remarkable absence of dramatic external conflicts — except for the battles at mealtimes — indicated a withdrawal from the instinctual object relationship which extends far beyond the normal introversion of the adolescent. Conflicts are no longer worked out openly in the world of reality; the patients generally try to conquer them inwardly, indirectly, through symptom formation."

The author's schematic representation of the development of the typical anorexia nervosa syndrome is carefully delineated, supported by reference to a number of leading psychoanalytic theorists and to the general study of neurosis. Extensive coverage of the psychoanalytic literature pertinent to all aspects of the disorder are included in this chapter, and Dr. Thomä also investigates the potential contribution of existential analysis to a better understanding of the dynamics of the disorder.

ANOREXIA NERVOSA is a distinguished book. It brings our knowledge of the syndrome up to date and opens the way to a promising new mode of dealing with its sufferers. Dr. Thomä is to be congratulated for the thoroughness of his research and the originality of his thinking.

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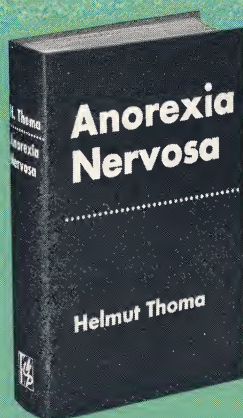
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Isaac Asimov:
THE UNIVERSE



In the last few years, astronomers have excited themselves and the public enormously by the discoveries they have been making in unimaginably distant outer space.

Phrases like "quasi-stellar objects" (abbreviated as "quasars") and "blue stellar objects" (BSO's) are making headlines. Points of light billions of billions of miles away set scientists to wondering about the far past and far future of the universe.

Does the universe extend forever or is there an end somewhere? Does it expand and contract like an accordion, with each in and out motion lasting billions of years? Was there a time when it exploded once and for all and will the flying fragments separate until our own fragment is virtually alone in the universe? Does the universe renew itself and is it eternal, unborn, and undying?

We are a fortunate generation, for we are watching a period of astronomy in which the answers to such questions and to many others equally intriguing may actually be at hand.

The situation is an unexpected one, too. The celestial objects that are opening new vistas for astronomers were not known before the 1960's. The rockets and satellites that are now feeding them so much data were not blasting off before the 1950's. The radio telescopes that disclosed unexpected wonders of the universe were not in existence before the 1940's.

In fact, if we go back 2500 years to, say, 600 B.C., we will find that the entire universe known to man was but a patch of flat ground, and not a very large patch either.

That is still all that man is directly aware of today; just a patch of flat ground and, of course, the sky overhead, with small luminous objects shining in it. Nor does the sky seem to be very far above our heads.

By what process of reasoning then, did the narrow surroundings visible to ourselves fade outward and outward and outward until no man's mind can possibly grasp the size of the universe we now speak of, or imagine the tiny insignificance of our physical surroundings in comparison with it?

In *THE UNIVERSE* I trace the steps by which man's grasp of the universe as a whole ("cosmology") and of its origin and development ("cosmogony") widened and deepened.

— from the Introduction

Incredibly as it may seem, it is nevertheless an undisputed fact that more has been learned about the universe in the last quarter-century than in all man's history before. Astronomy has been advancing at an ever-accelerating pace for four centuries now, and there are no signs of any leveling off. This, of course, prompts the inevitable and provocative question: What, then, may lie ahead in the next quarter-century?

In *THE UNIVERSE: FROM FLAT EARTH TO QUASAR*, the incomparable Isaac Asimov attempts to answer that question with a wonderful presentation of the growth of man's knowledge of the universe. For the specialist and the nonspecialist alike, it will be a spectacular and revelatory voyage of discovery. In his inimitable style, Asimov surveys — and integrates — the complicated relationships of the discoveries of the past into a fascinating panorama.

Everywhere, of course, the emphasis is on the person behind the discovery, as well as on the discovery itself. There are delightful tidbits throughout, as only Asimov can present them: the famous bet of a bottle of whiskey between astronomers Walter Baade and Rudolf Minkowski as to whether the spectrum obtained from colliding galaxies would show the lines of highly ionized atoms, indicating extraordinarily high temperatures. (Baade won this bet.)

Another is the story to the effect that physicist George Gamow, with typical puckish humor, in 1948 presented a paper on the formation of elements with physicists Ralph Alpher and Hans Bethe as co-authors so that it could be referred to as "the Alpher-Bethe-Gamow theory" in an intellectual play on the first three letters of the Greek alphabet.

Let no one presuppose, however, that such delightful anecdotes reduce the seriousness of either Asimov's research or his presentation. His work and his judgements are sound, as witness the following assessments of *THE UNIVERSE* by three highly respected authorities in the field:

"Isaac Asimov is a skilled writer of great experience, and he has made the stupendous mysteries of space and time and the incredible dimensions of astronomy thrilling and comprehensible to any intelligent and interested reader. He has covered all the essentials of astronomy in THE UNIVERSE, and I am sure that anyone who reads this book will be stimulated to further exploration to flesh out the picture."

— JAMES S. PICKERING
former Assistant Astronomer, Hayden Planetarium

"I have just finished reading Isaac Asimov's new book, THE UNIVERSE, and I find it one of the most fascinating that I have ever read. I believe that in this book he has reached a new high. The book is superb!"

— I. M. LEVITT, Director
Fels Planetarium, The Franklin Institute

"I am sure that THE UNIVERSE will meet with wide acceptance by the public because it is not only excellently written, but covers an amazingly wide range of subject matter. Even the most involved theoretical concepts are clear and lucid as described in this book; and widely divergent interpretations and theories are nicely presented to give a good perspective to many problems. Mr. Asimov is to be complimented on his fine work."

— WILLIAM C. MILLER, Astronomical Observer
Mt. Wilson and Palomar Observatories

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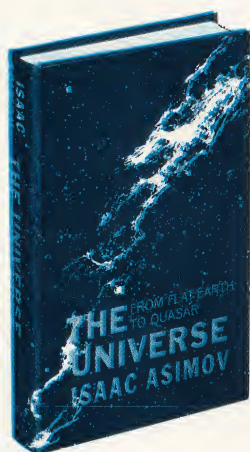
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